Index

Andero, A. A., Cultural support for schooling in Nigeria, 22(1), 3-7.
Barron, B.G., Henderson, M.V., & Newman, P., Strategic Leadership: A theoretical and operational definition, 22(2), 178-81.
Bingham, C.S., "Doing Theory" and Educational Leadership, 22(3), 203-9.
Casteel, C.A., Race of fictional protagonist and the reading comprehension of urban African-American middle school students , 22(4), 303-7.
Crisp B.L. & Leggett, P. M., Are portfolios being used in statewide assessment programs?, 22(1), 8-18.
Criswell, J.R. & Criswell, S.J., Modeling classroom assessment practices in teacher education coursework, 22(2),190-3.
Dykeman, B.F., The social cognitive treatment of anger and aggression in four adolescents with conduct disorder, 22(2), 194-200.
Ediger, M., Democracy and the social studies, 22(3), 210-3.
Ediger, M., Integration of content in the language arts, 22(2), 127-9.
Ellsworth, J., Two faces of self esteem: Being and doing, 22(1), 19-25.
Ferguson, B.T., Forte, P., Regan, J., Alter, J., & Treacy, S., Maximizing cooperative learning success, 22(3), 214-24.
Fergusson, L.C., Bonshek, A.J. & Boudigues, J-M, Personality and health characteristics of Cambodian undergraduates: A case for student development, 22(4),308-19.
Gamble, R. J., In support of professor/teacher exchange programs, 22(1), 26-8.
Hara, K., Teacher-based forms of inquiry, 22(3), 225-9.
Harrison, L.H., Arnold, M.B., & Henderson, D., Strategies for increasing African-American parental participation in the special education process, 22(3), 230-3.
Hart, K. E. & Stevens, K., The use and evaluation of video supplements in the teaching of introductory psychology, 22(2), 103-14.
Hsue, Y. & Aldridge, J., Developmentally appropriate practice and traditional Taiwanese culture, 22(4), 320-3.
Hunter-Boykin, H.S., Evans, V. & Evans, A.M., The relationship between high school principals' leadership and teachers' morale, 22(2), 152-62.
Jackson, M.H. & Canada, R., Self-concept and math among potential school dropouts, 22(3), 234-7.
Junn, E.N., Morton, K. R., & Yee, I, The "Gibberish" Exercise: Facilitating empathetic multicultural awareness, 22(4), 324-9.
Kaplan, E.J. & Kies, D.A., Fostering critical thinking in the middle school by using a Quality Circle Strategy, 22(2) 186-9.
Kaplan & Kies, Fostering critical thinking in the middle school by using a Quality Circle Strategy, 22(2),4
Kaplan & Kies, Teaching styles and learning styles: Which came first?, 22(1),5 Khalijah, M.S., Deraman, M., Omar, R., Othman, M.Y.H., Samat, S., Julali, H., & Yatim, B., Perception of the Malaysian secondary-school science students toward physics, 22(3),238-41.
Klimczak, A. K., Balli, S. J., & Wedman, J. F., Teacher decision making regarding content structure: A study of novice and experienced teachers, 22(4), 330-40.
Kolstad, R.K., Briggs, L.D., & Barton, L.E., Better teaching of science through integration, 22(2), 130-4.
Lanning, W. & Perkins, P., Grade inflation: A consideration of additional causes, 22(2), 163-8.
Mack, F. R-P., Assisting the transition of handicapped and at-risk preschool students into elementary school, 22(3), 242-6.
Morse, L. W. & Morse, D. T., The influence of problem-solving strategies and previous training on performance convergent and divergent thinking, 22(4), 3418.

Index

Andero, A. A., Cultural support for schooling in Nigeria, 22(1), 3-7.
Barron, B.G., Henderson, M.V., & Newman, P., Strategic Leadership: A theoretical and operational definition, 22(2), 178-81.
Bingham, C.S., "Doing Theory" and Educational Leadership, 22(3), 203-9.
Casteel, C.A., Race of fictional protagonist and the reading comprehension of urban African-American middle school students , 22(4), 303-7.
Crisp B.L. & Leggett, P. M., Are portfolios being used in statewide assessment programs?, 22(1), 8-18.
Criswell, J.R. & Criswell, S.J., Modeling classroom assessment practices in teacher education coursework, 22(2),190-3.
Dykeman, B.F., The social cognitive treatment of anger and aggression in four adolescents with conduct disorder, 22(2), 194-200.
Ediger, M., Democracy and the social studies, 22(3), 210-3.
Ediger, M., Integration of content in the language arts, 22(2), 127-9.
Ellsworth, J., Two faces of self esteem: Being and doing, 22(1), 19-25.
Ferguson, B.T., Forte, P., Regan, J., Alter, J., & Treacy, S., Maximizing cooperative learning success, 22(3), 214-24.
Fergusson, L.C., Bonshek, A.J. & Boudigues, J-M, Personality and health characteristics of Cambodian undergraduates: A case for student development, 22(4),308-19.
Gamble, R. J., In support of professor/teacher exchange programs, 22(1), 26-8.
Hara, K., Teacher-based forms of inquiry, 22(3), 225-9.
Harrison, L.H., Arnold, M.B., & Henderson, D., Strategies for increasing African-American parental participation in the special education process, 22(3), 230-3.
Hart, K. E. & Stevens, K., The use and evaluation of video supplements in the teaching of introductory psychology, 22(2), 103-14.
Hsue, Y. & Aldridge, J., Developmentally appropriate practice and traditional Taiwanese culture, 22(4), 320-3.
Hunter-Boykin, H.S., Evans, V. & Evans, A.M., The relationship between high school principals' leadership and teachers' morale, 22(2), 152-62.
Jackson, M.H. & Canada, R., Self-concept and math among potential school dropouts, 22(3), 234-7.
Junn, E.N., Morton, K. R., & Yee, I, The "Gibberish" Exercise: Facilitating empathetic multicultural awareness, 22(4), 324-9.
Kaplan, E.J. & Kies, D.A., Fostering critical thinking in the middle school by using a Quality Circle Strategy, 22(2) 186-9.
Kaplan & Kies, Fostering critical thinking in the middle school by using a Quality Circle Strategy, 22(2),4
Kaplan & Kies, Teaching styles and learning styles: Which came first?, 22(1),5 Khalijah, M.S., Deraman, M., Omar, R., Othman, M.Y.H., Samat, S., Julali, H., & Yatim, B., Perception of the Malaysian secondary-school science students toward physics, 22(3),238-41.
Klimczak, A. K., Balli, S. J., & Wedman, J. F., Teacher decision making regarding content structure: A study of novice and experienced teachers, 22(4), 330-40.
Kolstad, R.K., Briggs, L.D., & Barton, L.E., Better teaching of science through integration, 22(2), 130-4.
Lanning, W. & Perkins, P., Grade inflation: A consideration of additional causes, 22(2), 163-8.
Mack, F. R-P., Assisting the transition of handicapped and at-risk preschool students into elementary school, 22(3), 242-6.
Morse, L. W. & Morse, D. T., The influence of problem-solving strategies and previous training on performance convergent and divergent thinking, 22(4), 3418.

Morton, K. L. & Worthley, J. S., Psychology graduate program retention, completion, and employment outcomes, 22(4), 349-53.
Munday,R., Cartwright, R., Windham,C., & Bodenhamer, R., Stress management training for preservice secondary teachers, 22(2), 141-5.
Necessary & Parish , How do teachers' and professors' self-concepts relate to their actions and the actions of others, 22(3),3
Nunn, G. D., Effects of a learning styles and strategies intervention upon at-risk middle school students' achievement and Locus of Control, 22(1), 34-9.
Okpala, O.A. & Gillis-Olion, M., Individualized learning: Macroeconomic principles, 22(1), 40-4.
Oliver, H., Influence of motivational factors on performance, 22(1), 45-9.
Palardy, J. M., Dealing with misbehavior: Two approaches, 22(2), 135-40.
Petress, K.C., Coping with the new educational environment: Chinese students, 22(1), 50-64.
Petress, K.C., A partial solution to the University journal subscription problem, 22(2), 115-6.
Pollard, R., Research priorities in teacher education: Perspectives of Deans of colleges of education, 22(3), 250-8.
Rojewski, J. W. & Schell, J. W., Developing thoughtfulness in special populations personnel: An application of flexible cognition theory in teacher training programs, 22(4), 354-65.
Ryan, E. S. The criminal belief rationality: The theology of crime. Monograph published in conjunction with Volume 22, #3, 1-16.
Sapp, M., Farrell, W. & Durand, H., Cognitive-behavioral therapy: Applications for African-American middle school at-risk students, 22(2), 169-77.
Sardo-Brown, D. & Hershey, M., A study of teachers' and students' multi-cultural attitudes before and after the use of an integrated multi-cultural lesson plan, 22(3), 259-76.
Sciutto, M.J., Student-centered methods for decreasing anxiety and increasing interest level in introductory statistics courses, 22(3), 277-80.
Sheehan, E. P. & Granrud, C. E., Assessment of student outcomes: Evaluating an undergraduate psychology program, 22(4), 366-72.
Simplicio, J.S.C., Can moderate physical activity reduce stress and improve examination scores?, 22(1), 64-76.
Sinkavich, F. J., Performance and metamemory: Do students know what they don't know, 22(1), 77-87.
Smead, V. S., Personal accounts of exceptionality: An annotated bibliography, 22(4), 373-8.
Smith, B., Munday, R., & Windham, R., Prediction of teachers' use of technology based on personality type, 22(3), 281-5.
Snell, J., Meckies, S., & Tesar, D., Student attendance and academic achievement: A research note, 22(2), 126.
Sonnier, I.L. & Sonnier, C.B., Nurturing hemispheric preference through affective education, 22(2), 182-5.
Stanfel, L.E., Measuring the accuracy of student evaluations of teaching, 22(2), 117-25.
Strom, R., Strom, S., Shen, Y-L., Li, S-J. & Sun, H. L., Educating older adults in the Republic of China, 22(4), 379-92.
Strom, R., Xie, Q., & Strom, S.K., Family changes in the People's Republic of China, 22(3), 286-92.
Taylor, R. G. & Lee, E., A review of the methods and problems of measuring reliability for criterion-referenced tests and items, 22(1), 88-94.
Tesar, D. & Snell,J. C., Instructional management and sex roles, 22(1), 95-8.
Wallace, J., When teachers' learning styles differ from those of their students, 22(1), 99-100.
Wentz, P.J. & Wentz, C.H., Technology education for elementary preservice teachers, 22(2), 146-51.
Whitt, M.F., Minimum competency: Time flexibility and reading skills of college freshmen during a three-year period., 22(3), 293-9.
Wildman, L., et. al., The meaning of schooling: A review of the literature, 22(4), 393-397.